

# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lockeford Elementary School	39685856042188		June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lockeford Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**  
To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.  
Strategies to Address Goal #1 for ESSA Compliance:  
Regularly review and align curriculum with state standards.  
Provide targeted professional development opportunities for teachers to enhance their instructional practices.

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**  
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.  
Strategies to Address Goal #2 for ESSA Compliance:  
Implement data-driven instructional practices to monitor student progress in ELA and Math.  
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**  
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.  
Strategies to Address Goal #3 for ESSA Compliance:  
Conduct regular climate surveys to gather feedback from students, families, and staff.  
Analyze attendance and behavioral data to identify trends and implement interventions as needed.  
Offer family engagement activities and resources to foster stronger connections between school and home.  
By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

How, when, and with whom did your Lockeford Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the ATSI Goal include:  
Parents/guardians PTA Meeting 5/3/2024 2:30PM  
School faculty and staff Staff Meeting 4/24/2024 2:30PM, School Leadership Meeting 4/30/2024 2:30PM  
Community members  
Advisory committees (English Learner Advisory Committee)4/22/24  
Ongoing Communication throughout the school year about the ATSI goal will happen through the following channels:  
Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:  
Communication channels (e.g., newsletters, emails, school website, social media)  
Meeting schedules and agendas  
Opportunities for feedback and input  
Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:  
Parent and community forums  
Faculty and staff meetings  
Advisory committee meetings  
Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the ATSI Goal.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

Brainstorming and idea generation

Goal setting and action planning

Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

School site council

District administration

Advisory committees

Annual Review and Update: The Goal is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

Data analysis

Stakeholder consultation

Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Lockeford School has been identified for Additional Targeted Support and Improvement ATSI. I. The following subgroup, Students with Disabilities, entered ATSI due to meeting the criteria based on the following indicators: ELA, Math, Suspension, and Chronic Absenteeism as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the ongoing activities and support in this school plan. Lockeford's School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance that were in the "Orange" performance category are: English Language Arts, Math, Chronic Absenteeism, and Suspension Rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the California School Dashboard (Dashboard), there were not any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### ATSI

The educational outcomes of Students with Disabilities will mirror that of the general student population, from Red to Orange on the California Department of Education Dashboard for the 2024-2025 School Year in the performance areas of ELA, Math, Suspension, and Chronic Absenteeism.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified Students with Disabilities in the areas of ELA, Math, Suspension, and Chronic Absenteeism that need significant improvement based on a review of the California School Dashboard and local data. Also, after meeting with stakeholder groups we found that because of chronic absenteeism our students have become deficient in Math, and ELA. Another factor that has played a role in our low Math, and ELA scores is our Suspension rates for our students with disabilities. All our stakeholder groups recognized these trends and their impact especially at the Elementary level when students are learning important Math and ELA concepts. Referring to the Dashboard, Students with Disabilities overall performance was in the "Red".

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - Students with Disabilities	42% (Red) of Students with Disabilities were chronically absent as reported on the California Dashboard	Lockeford will reduce Chronic Absenteeism for SWD to 41.5% or lower to obtain Orange status.
Suspension Rate - Students with Disabilities	7.3% (Red) of Students with Disabilities were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Lockeford will reduce the suspension rate for Students with Disabilities students to 7% or fewer and as measured by the 2024 CA Dashboard.

English Language Arts CAASPP (distance from standard) - Students with Disabilities	As reported on the 2023 CA Dashboard, Students with Disabilities scored 136.5 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard for Students with Disabilities in English Language Arts to 133.5 points or less to obtain Orange status.
Mathematics CAASPP (distance from standard) Students with Disabilities	As reported on the 2023 CA Dashboard, Students with Disabilities scored 153.2 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard for Students with Disabilities in Math to 150.2 points or less to obtain Orange status.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District .5 ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: Available to model or co-teach SIPPS or Amplify lessons. Support teachers in delivering effective lessons. Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: Work with site administrators to give input on professional development based on needs. Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. Maintain consistent communication and interaction with administrators. Assessment Support: Assist in DIBELS and SIPPS testing as needed. Progress monitors its own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines.</p>	All Students with a focus on Students with Disabilities and English Learners	0 LCFF 1900 Other Cert Salaries .5 District Funded ELA TOSA
1.2	<p>MTSS Data Conferences and Analysis (BOY, MOY, EOY)</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.</p>	All Students with a focus on Students with Disabilities and English Learners	1,200 LCFF 1150 Teacher Sub Teacher Sub 299 LCFF 3000 Benefits Teacher Sub

	<p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
1.3	<p>PLC (Solution Tree)</p> <p>PLC, or Professional Learning Communities, will be instrumental in supporting all students, including those with disabilities and English learners. Here's how:</p> <p>Collaborative Problem-Solving: PLCs provide a forum for educators to collaborate and problem-solve together. By pooling their expertise and resources, teachers can develop strategies and interventions tailored to meet the diverse needs of all students, including those with disabilities and English learners.</p> <p>Data-Driven Decision Making: PLCs encourage the use of data to inform instructional practices. Educators can analyze student performance data, including assessments and progress monitoring measures, to identify areas of need and track the effectiveness of interventions. This data-driven approach ensures that supports are targeted and responsive to the specific needs of students with disabilities and English learners.</p> <p>Differentiated Instruction: Through PLCs, teachers can share best practices and instructional strategies for differentiating instruction to meet the needs of diverse learners. This may include adapting materials, providing scaffolding, or utilizing assistive technology to support students with disabilities, as well as incorporating language supports and culturally responsive practices for English learners.</p> <p>Professional Development: PLCs offer opportunities for ongoing professional development focused on inclusive practices and strategies for supporting students with disabilities and English learners. By engaging in collaborative learning experiences, educators can deepen their understanding of effective instructional approaches and interventions, ultimately enhancing their ability to meet the needs of all students.</p> <p>Resource Sharing and Support: PLCs foster a culture of support and resource sharing among educators. Teachers can exchange ideas, materials, and resources that are specifically designed to support students with disabilities and English learners. This collaborative approach ensures that educators have access to a wealth of tools and strategies to effectively address the diverse needs of their students.</p>	All Students with a focus on Students with Disabilities and English Learners	5,000 LCFF 5800 Prof and Operating/Consultants Solution Tree to come to Lockeford
1.4	Grade Level Articulation - the process of ensuring continuity and alignment of curriculum, instruction,	All Students with a focus on Students with	1,000 LCFF

<p>and assessment across grade levels, will significantly benefit all students, including those with disabilities and English learners. Here's how:</p> <p><b>Consistency and Continuity:</b> Grade level articulation ensures that there is consistency and continuity in the learning experiences of students as they progress from one grade level to the next. This consistency is particularly important for students with disabilities and English learners who may require additional support or scaffolding to access grade-level content. By aligning instructional practices and expectations across grade levels, educators can provide a seamless learning experience that builds upon students' prior knowledge and skills.</p> <p><b>Vertical Alignment of Curriculum:</b> Grade level articulation allows educators to vertically align the curriculum, ensuring that there is a clear progression of learning objectives and skills across grade levels. This alignment enables teachers to scaffold instruction effectively, providing necessary supports and interventions for students who may be struggling or who have unique learning needs, such as students with disabilities and English learners. Additionally, it helps ensure that English learners have opportunities to develop language proficiency while engaging with grade-level content.</p> <p><b>Collaborative Planning and Support:</b> Grade level articulation encourages collaboration among educators across grade levels. Teachers can work together to identify essential learning outcomes, develop common assessments, and share instructional strategies and resources. This collaborative approach facilitates the sharing of best practices for supporting students with disabilities and English learners, allowing educators to leverage each other's expertise and experience to meet the diverse needs of all students.</p> <p><b>Individualized Support and Intervention:</b> Through grade level articulation, educators can identify students who may require additional support or intervention and develop targeted plans to address their specific needs. This may involve providing individualized accommodations, modifications, or specialized instruction for students with disabilities, as well as implementing language development strategies and supports for English learners. By tailoring instruction to meet the unique needs of each student, educators can help all students succeed academically.</p> <p><b>Data-Informed Decision Making:</b> Grade level articulation facilitates the use of data to inform instructional decision-making. Educators can analyze student performance data, such as assessment results and progress monitoring data, to identify trends and patterns, pinpoint areas of need, and track student progress over time. This data-driven approach enables educators to adjust instruction and interventions as needed to support the academic growth and achievement of all</p>	<p>Disabilities and English Learners</p>	<p>1120 Teacher Temp Teacher Time Cards 251 LCFF 3000 Benefits Teacher Time Card Benefits</p>
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	students, including those with disabilities and English learners.		
1.5	<p>After-School Interventions for Math</p> <p>Certificated and Classified staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for Mathematics. These interventions aim to enhance students' mathematical proficiency, higher-level problem solving skills, and overall numeracy development. Equitable access to resources and strategies will be provided to promote mathematical success for all students.</p>	All Students with a focus on Students with Disabilities and English Learners	0 LCFF 1120 Teacher Temp District Paid Teacher Timecards for After School Intervention
1.6	<p>School-Community Organized Events/Activities</p> <p>Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community. In addition, Lockeford will focus on Parenting Partners as their main program</p>	All Students with a focus on Students with Disabilities, English Learners, and White Student Groups	2,000 LCFF 4300 Materials Workshop curriculum and materials
1.7	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment.</p>	All Students with a focus on Students with Disabilities and White	4,000 LCFF 5220 Conference Ron Clark Academy

	<p>Collaborate with outside experts and resources to improve staff training.</p> <p><b>Supporting Staff and Students:</b> Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p><b>Family and Community Engagement:</b> Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p><b>Evaluation and Continuous Improvement:</b> Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	High for English Learners and Students with Disabilities	Orange for English Learners and Red for Students with Disabilities
ELA	Low for English Learners and Students with Disabilities	Red for English Learners and Students with Disabilities

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal is stated below. We met our goal for English Learners for Chronic Absenteeism, but not for Students with Disabilities.

**Activity 1: Professional Development**  
Provide Professional Development opportunities to administration, teachers, and staff, including classroom engagement strategies.

What worked well:

- Staff and stakeholders had input and constructed a teaching model with highly effective teaching strategies.
- Staff received multiple staff meeting professional development trainings on highly effective strategies.

What still needs work:

- Implementation of teaching model strategies for engagement.
- Planning time for grade levels to add engagement strategies into lesson planning.

**Activity 2: Afterschool intervention targeting ELA focusing on specific subgroups but, available to all students.** Highly qualified staff will provide intensive systematic reading intervention to support students who are struggling readers and writers.

What worked well:

- Our EL students made gains and were able to exit red and become Orange on the state dashboard.

What still needs work:

- We need to focus our groups on our SWD population for the coming year, while maintaining attendance from other subgroups as well.

#### Activity 3: Positive Behavior Intervention and Support (PBIS)

In order to support students with wanting to come to school each day and supporting positive social emotional health, Lockeford will create and implement a Tier 1 and Tier II support system for all students. Lockeford will begin planning Tier III supports for students who need additional support.

What worked well:

- Tier 3 students were identified and time was given monthly at staff meetings to discuss our tier 3 students needs.
- Tier 3 check in check out program was introduced and supported for our tier 3 students.

What still needs work:

We need to continue to discuss other interventions for our tier 3 SWD students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were not any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals for this year will be catered to our SWD. This coming year we will not only continue with our teaching model, but we will also have a .5 TOSA to support our students and staff in adding those strategies to our lessons for ELA. The planning time that we identified above as an area of need will be addressed through Academic and data conferencing that will take place during the BOY, MOY, and EOY . Our after school support will be focused on our SWD and we will target both ELA and Math concepts. We will continue to train staff in PBIS implementation, but also focus on restorative practices for the classroom through professional development. Lastly, this coming year we will loop our parent stakeholders into ongoing support through parenting partners. Our goal is to help and educate our parents on the need to have their students in school everyday, and how to help their student succeed in school through home supports.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$13,750.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$13,750.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$13,750.00

Total of federal, state, and/or local funds for this school: \$13,750.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
LCFF	13,750.00

### Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	1,000.00
1150 Teacher Sub	1,200.00
1900 Other Cert Salaries	0.00
3000 Benefits	550.00
4300 Materials	2,000.00
5220 Conference	4,000.00
5800 Prof and Operating/Consultants	5,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1120 Teacher Temp	LCFF	1,000.00
1150 Teacher Sub	LCFF	1,200.00
1900 Other Cert Salaries	LCFF	0.00
3000 Benefits	LCFF	550.00
4300 Materials	LCFF	2,000.00
5220 Conference	LCFF	4,000.00
5800 Prof and Operating/Consultants	LCFF	5,000.00

# Expenditures by Goal

Goal Number
Goal 1

Total Expenditures
13,750.00

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/30/2024.

Attested:



Principal, Michael Rogers on 5/7/2024



SSC Chairperson, Nicole Combs on 5/14/2024